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ABSTRACT

In 1982, a follow-up study of nursing graduates of the Bakersfield College Registered Nursing (RN) program was conducted to obtain information that would lead to improvement in program quality and to a better match between supply and demand in the local nursing labor market. In addition, the study compared results with similar studies conducted between 1974 and 1978. A 40-item questionnaire was sent to 76 graduates, 52 from regular associate degree nursing programs and 25 from a special Comprehensive Employment and Training Act (CETA) program. Study findings, based on responses from 33 graduates, revealed that: (1) graduates had little difficulty in finding jobs, and most were employed full-time in hospitals in Kern County; (2) 78.8% of the respondents had health career experience prior to entering the RN program; (3) reactions to the program were positive, with 93.8% of the respondents indicating they would recommend the program to a friend; (4) the main strengths of the first-year curriculum were seen as clinical experience and rotation, and work in maternity, obstetrics, and pediatrics; while the main weaknesses were seen as the disorganization of instructors and material; (5) the second-year curriculum was also considered strong by the respondents, with the main weakness seen as the allocation of time between subjects; and (6) CETA respondents felt that the nursing staff had trouble meeting their particular needs. The survey instrument is appended. (HB)

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NURSING EDUCATION FOLLOW-UP STUDY

1982 R.N.'s

David C. Scott

Office of Institutional Research

Bakersfield College

October, 1982

JC 820 475

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Introduction

The 1982 R.N. Follow-Up Study resumes a series of follow-up studies that were conducted in the mid-1970's of Bakersfield College's R.N. graduates.

These studies, conducted at the request of the then R.N. Director, Malcolm MacDonald, were:

1. Nursing Education Follow-Up Study, August, 1974 (A Study of R.N.'s and L.V.N.'s, 1969-1974)
2. Nursing Education Follow-Up Study - 1975 R.N.'s, June, 1975
3. Nursing Education Follow-Up Study - 1974 R.N.'s, A Year After Graduation, September, 1975
4. Nursing Education Follow-Up Study - 1976 R.N.'s, December, 1976
5. Nursing Education Follow-Up Study - 1977 R.N.'s, October, 1977
6. Nursing Education Follow-Up Study - 1978 R.N.'s, January, 1979

The departure of Mr. MacDonald and the absorption, by the Institutional Research Office administrator, of additional duties led to a four-year hiatus in nursing follow-up studies.

The arrival of Peggy Buckley as Chair of the Health Careers Department and our concern over occupational follow-up occasioned by both institutional and nursing department accreditations led to the decision to resume the follow-up study of the R.N.'s.

The purposes of the 1982 survey are similar to those of the 1974

to 1978 surveys:

1. To supply information that will improve the quality of the Bakersfield College R.N. program and will lead to a better match between demand and supply in the nursing labor market in the Greater Bakersfield area.
2. To offer comparative data with the data produced by the 1974 through 1978 nursing follow-up surveys and to compare the strengths and perceived weaknesses of the 1982 program with those of the program noted in the 1977 and 1978 surveys.

The study is divided into four parts:

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I. Methodology

Design of the Questionnaire

The survey instrument was kept similar to the 1978 instrument since the 1978 instrument had been successful and one of the purposes was to compare 1982 with late 1970's respondents. The only changes were elimination of four questions on the Family Health Nursing program, which no longer exists, and elimination of a question on a now non-existent National League for Nursing Achievement Test. The 40 questions in the 1982 survey are identical to the 1978 survey.

The questionnaire items are divided into the following areas:

A. Background Data (9 items)

B. Nursing Employment Information (16 items)

C. Reaction to Bakersfield College's R.N. Program (15 items)

Distribution of the Questionnaire

The questionnaire was mailed to January, 1982 and June, 1982 Bakersfield College R.N. graduates using lists supplied by the Health Careers Department. The January graduates included two subgroups -- a CETA program, whose purpose was to retrain L.V.N.'s to be R.N.'s, and a regular R.N. class. Although both January and June groups received the same questionnaires, the survey forms were color coded. In addition to the questionnaires, the graduates received a cover letter signed by David Scott and Peggy Buckley, and a stamped, self-addressed envelope in which to return the questionnaire. The recipient was assured that her/his name on the return envelope was for the purpose of ascertaining who had returned the questionnaire and the envelope would be destroyed

to assure anonymity.

The surveys were mailed on July 14 and sent to data processing for scoring on September 7. Those who had not returned the questionnaires by August 15 were called if telephone numbers were available.

Rates of return for those who received the questionnaire were as follows:

	# Mailed	# Returned	% Returned
January, 1982 Graduates			
CETA L.V.N. to R.N. Group	25	13	52.0
A.D.N. Class	26	11	42.3
June, 1982 Graduates	26	9	34.6
TOTAL	76	33	43.4

Since the rate of return from the June, 1982 graduates was low, it was decided to analyze the 1982 graduates in one group.

The draft report was written in September, reviewed in early October, then rewritten in final form in mid-October. Copies were made available to the visiting institutional accreditation team in late October.

II. Results of Responses to Questionnaire Items

The information that follows gives the numbers and percentages of nursing graduates to respond to different items in the questionnaire. Written responses are also included.

Background of Graduates

Responses to questions about backgrounds of the nursing graduates yielded the following information:

Sex	Number	Percentage
Female	30	96.8
Male	1	3.2
Age		
20-25	9	29.0
26-30	11	35.4
31-35	4	12.9
36-40	3	9.7
41-45	1	3.2
46-50	2	6.4
51 and above	1	3.2
Year of High School Graduation		
Prior to 1960	4	12.5
1960-65	3	9.4
1966-70	4	12.5
1971-75	15	46.9
1976-80	5	15.6
Since 1980	1	3.1

Age span of the respondents was about the same as the groups surveyed in the 1970's.

All graduates were U.S. citizens. Four (12.5%) were bilingual (three Spanish, one Filipino). The bilingualism was the average rate of the 1970's groups surveyed.

As was the case of previous R.N. groups surveyed, a large percentage (78.8%) had health career experience prior to entry into the R.N. program. Previous experience included: L.V.N. (17); Nurses' aide (6); Medical Office Assistant (2); and Hospital Receptionist (1).

Six had previous college experience, three held an A.A. degree in another area. Only nine had come directly from a high school education. Seven reported switching to nursing from another major.

In responses similar to previously surveyed classes, 26 (78.8%) listed inner motivation as the primary reason for going into nursing. Four listed parental influence, three job opportunities available.

Employment

All 33 of the respondents had obtained employment as a nurse since their graduation, 29 full-time, the rest part-time. 1970's figures revealed similar data.

Salaries of the employed graduates were:

	Number	Percentage
$6,000-8,000	1	3.2
8,001-10,000	1	3.2
10,001-12,000	1	3.2
12,001-14,000	4	12.9
14,001-16,000	6	19.4
Above 16,000	18	58.1

As was the case with previous classes, almost all (31 of 32) had obtained employment in hospitals. The other reported a home health

agency. Job titles were: Staff R.N. 28 (87.5%) and Nurse Intern 4 (12.5%). Most (65.5%) wanted to continue to work in acute hospitals. Five were interested in ultimately obtaining employment in clinics or public health centers.

The majority (24 of 27 or 88.9%) reported they were employed in Kern County and 75.0% stated that they wanted to continue to work in Kern County. Half were interested in working in rural areas. All of these figures are comparable to 1977 and 1978 graduate responses.

Twenty-one planned to enroll in a program leading to a baccalaureate degree in the future. Possible colleges listed were:

	Number
Cal State Bakersfield	7
Cal State Fresno	3
Cal State Long Beach	2
Stanislaus State	1
U.C.S.F.	1

Four said that in the future they might enroll in an educational program unrelated to nursing.

When asked what amount of orientation their employer offered, the R.N.'s responded:

	Number
2 Weeks	1
3 Weeks	0
1 Month	5
More than 1 Month	16

The amount of necessary orientation was adjudged to be:

	Number
1 Week	1
2 Weeks	2
3 Weeks	3
1 Month	5
More than 1 Month	16

Comments on orientation were:

"We needed more actual orientation on our permanent floor instead of orientation on the total hospital. Night orientation was also needed."

"Three months was not adequate but because of my area there is so much to learn that I have been there for six months and I am still learning."

"I feel very competent however I will orient for as long as they feel I need it."

Twenty-eight (87.5%) said previous expectations of their nursing job were realistic. This is probably due to the large degree of prior health career experience listed by respondents. Some comments were:

"My expectations were realistic only because I worked in a hospital part time during school."

"I was not prepared to take charge of a floor by myself at night and no L.V.N. and only two aides. I assumed that at least for awhile before receiving my permanent license I would have someone with me. Not true!"

"There is so much delegating responsibility, paperwork and answering questions that I don't feel I'm doing much for the patient anymore."

"The hours of overtime are hard to take."

"There is a need for the emphasis to be put on the leadership level rather than practical nursing."

Reaction to Bakersfield College Program

Reactions to the Bakersfield College program were generally positive. Thirty of thirty-two said they would recommend the BC R.N. program to

a friend who was qualified to enter nursing. This question had always resulted in a 90% or above response during the years the survey has been given. Twenty-eight (84.9%) said they knew what nursing was about before they even entered the BC program; therefore, it could be argued they went in with a positive attitude.

Specifically, rankings of aspects of the program compared with the 1977 and 1978 graduates were:

	1977		1978		1982	
Course Content	Number	Percent	Number	Percent	Number	Percent
Excellent	5	19.2	7	31.9	13	39.4
Good	15	57.7	15	68.2	12	36.4
Adequate	5	19.2	0	0	6	18.2
Varied with Instructor	1	3.9	0	0	2	6.1
Classroom Time						
Very interesting	3	12.0	7	31.8	3	13.0
Interesting	11	44.0	9	40.9	11	47.8
All right	6	24.0	5	22.7	3	13.0
Dull	1	4.0	0	0	2	8.7
Varied with Instructor	4	16.0	1	4.6	4	17.4
Clinical Time						
Very interesting	7	26.9	6	27.3	9	29.0
Interesting	12	46.2	12	54.6	8	25.8
All right	3	11.5	4	18.2	9	29.0
Dull	1	3.9	0	0	4	12.9
Varied with Instructor	3	11.5	0	0	1	3.2

The responses seem more similar to those of the 1977 graduates than the 1978. The clinical ratings were lower than those found in previous surveys.

Written comments were:

"Repetitious for returning L.V.N.'s."

"I expected high standards and hard work--was at one time disappointed to see cheating and corner cutting overlooked."

"Psych was the only challenging area and that was due to the instructor."

"I took nursing very seriously but there were some that did not. I felt that the instructors let the students get away with too much. Rules were set, not kept especially concerning clinical absenteeism."

"Had already done most procedures as L.V.N. Needed extended training."

"Excellent clinical instructors."

"Having been in nursing for several years, it was only the psych nursing clinical experience, leadership clinical experience, and critical care clinical experience that offered any new experiences. The critical care only because our instructor saw our needs thus geering her program to these needs."

When asked if the nursing program prepared them for new employer expectations, responses were:

	1978		1982	
	Number	Percent	Number	Percent
Very well	10	45.5	23	74.2
Adequately	12	54.5	7	22.6
Poorly	0	0	0	0
Undecided	0	0	1	3.2

Instructor expectations and employer expectations were ranked:

	1978		1982	
	Number	Percent	Number	Percent
Very similar	8	40.0	13	41.9
Usually the same	11	55.0	9	29.0
Usually different	1	5.0	7	22.6
Very different	0	0	1	3.2
Undecided	0	0	1	3.2

When asked if the nursing staff was supportive when aid, encouragement, or advisement was needed, response was:

	1982 Number	Percent
Very definitely	21	63.6
Somewhat	6	18.2
I received minimum help	5	15.2
Depended on staff	1	3.0

Since the first nursing survey in 1974, response has always been at about the 80% in the very definitely plus somewhat category on this item. The staff clearly has maintained a tradition of warm relationships with the students.

When asked to what extent the certain measures indicated their ability to perform as a registered nurse, graduates ranked the following:

	Very Well				Adequately				Not at All			
	1978		1982		1978		1982		1978		1982	
	#	%	#	%	#	%	#	%	#	%	#	%
State Board of Registered Nursing Licensure Exam	4	18.2	2	6.9	17	77.3	14	48.3	1	4.6	13	44.8
Grades Received in Nursing Courses	5	22.7	11	34.4	15	68.2	16	50.0	1	4.6	5	15.6
Grades Received in Life Science Courses (Chemistry, Anatomy, Physiology, Microbiology)	5	22.7	6	19.4	17	77.3	16	51.6	0	0	9	29.0
Grades Received in Psychology, Sociology, Philosophy	3	13.6	5	15.6	16	72.7	18	56.3	3	13.6	9	28.1
Grades Received in Communications Courses (English, Speech)	3	13.6	7	21.9	16	72.7	19	59.4	3	13.6	6	18.8

The differences from 1978 to 1982 were the increased feeling of the 1982 graduates that the State Board Exam was not an indicator of their ability to perform as a nurse and the inadequacy of life science grades as an indicator of student success.

Strengths and weaknesses of both years of the program as commented on by the 1982 graduates were:

First Year Strengths

Several graduates commented on the strength of the clinical experience and rotation. The basics were adjudged to be reasonably sound. Maternity, obstetrics, and pediatrics came in for praise.

Some representative comments were:

"All clinical rotations were good particularly KMC clinical instructors were great."

"Work load was pretty light, a nice way to ease into the later intensiveness of nursing school."

"The obstetrics clinical portion was a well-rounded, organized, positive learning experience."

"Good material, material was covered well, great teachers, good clinical and a lot of help and experience."

First Year Weaknesses

The biggest concern was the disorganization of instructors and material. A few graduates wished there had been more clinical time

Some representative comments were:

"Need more actual on the floor clinic time. Half days were more disruption than helpful. More time for pediatrics and OB training as well as clinics."

"My rotation through the nursery material was not very interesting. I believe it was due to the instructor we had in the nursery. She seemed very nervous."

"First semester very disorganized and incongruent. Peds instructor was too preoccupied with her own schooling. Not enough energy was directed to the nursing students."

"The teachers were not up to date on clinical care and they were much too lenient. There was too much emphasis on bed baths. There should be clinical at KMC."

"Basic NSG curriculum was very weak. Tests, lectures, and lab time were disorganized.
a) Tests were badly worded and contradicted the lectures.

b) Lectures were badly given, not organized and constantly skipped from subject to subject.
c) Lab time did not really help. There were too many students in the lab at one time. There was no individual attention given.
d) Poor clinical instructor--was jittery and negative toward students actions in numerous situations."

"First semester instructors diasgreed entirely too much concerning right and wrong information."

"Overall the worst semester I experienced was 1st semester. The instructors were very unorganized in their classroom preparation. The module was a total mess. One instructor was very negative toward students who just didn't happen to excell. She made comments that were discouraging. This semester is very important to a student and instructors should be well prepared and very encouraging.

Second Year Strengths

The curriculum in the second year received a great deal of praise. Psych nursing, med-surg, leadership, critical care and clinical rotation at KMC all won accolades from several respondents.

Some representative comments were:

"Psych nursing helped me the most on State Boards and I did score high--over 600."

"Many other teachers in 3rd and 4th semester were excellent, lots of work. I seemed to learn a great deal. I thought the leadership was excellent."

"Med-surg clinical rotation great experience at KMC - Jacobson is excellent. Psych - excellent course (although very limited in time. Tests, lectures, instructors were great. Leadership - very good class. All tests were fair and instructors were great. Clinical work at KMC great. Critical care - very good instructor who was very knowledgeable and good lecturer."

"Med-surg - quite thorough. Instructor had a lot of time for students. Psych - excellent curriculum. Am now finding this to be a very necessary asset to my nursing."

"The Family Health nursing option was very valuable to me. I felt well prepared for State Boards due to the length of study for exams, the material covered, etc."

"Excellent med/surg rotation at KMC. Lavonda Jacobson excellent psych and leadership instructor. I really enjoyed my leadership rotation at KMC and Paul Wobbe."

"The psych program was the most informative and true to life of all the clinical classroom experiences."

Second Year Weaknesses

The graduates generally complained not about the subjects taught, but the way time was allocated between them. Other criticism was made concerning the program administration and rotation at Memorial Hospital.

Some representative comments were:

"Felt too much presented in med/surg nsg for one class."

"More time for psychiatric and critical care nursing rather than a whole semester of med/surg in RN 3."

"I felt there were too many outside activities we had to attend. I wish there were some way the psych and leadership could be split. Another weak point of 3rd semester was the med/surg rotation on the 3rd floor of Memorial. We were stuck doing things that we did in first semester aide work."

"Med/surg rotation at Memorial not as educational as KMC."

"I felt a mandatory review for State Boards would have benefited many and also a class on what to expect when taking Boards."

"Psych clinical rotation was too short, there is just not enough time to learn."

"So much material to be divided in such a short time."

"Less time should be spent on patient care, more time should be spent on team leading."

"More preparation for leadership skills, assertiveness should be stressed."

"Lack of communication between students and Director of Nursing. For example, we found out we had to apply for graduation only two days before the deadline. Also, I have not received my diploma for my A.S. degree. I was told it would be here by now. I did not enjoy spending third semester clinic at Memorial."

"Too little practical clinical experience (I.V.'s, assisting a Doctor with procedures, etc.), too little management experience (desk work, making assignments, dealing with hospital personnel).

Concerns of L.V.N.-R.N. Group

It has already been noted that a large portion of those surveyed were part of a L.V.N.-R.N. group. This was a one year program essentially picking up in the second year of the normal two year R.N. curriculum. These graduates had special concerns about the way they were treated as compared to the other graduates. Many felt their previous experience was ignored, although some said too much prior education was assumed.

Some representative comments were:

"I feel pediatrics and maternity should definitely be filled somewhere. I found this my weakest point on the State Boards and also for other students in L.V.N. to R.N. program."

"The nursing program is adequate for the new student but to the experienced L.V.N. it is not. I felt that the clinical time was a wasted effort for L.V.N.'s--we had done much more than we were allowed as students. How do we expect to see motivation and enthusiasm from a student when the only things we can do are repetitious, i.e., vital signs, basic care. Education should expand on knowledge already obtained, to widen your horizons, not narrow them."

"I feel that if a student weren't CETA funded he or she would receive a great deal of stimulation and assistance from the instructor. The lack of stimulus may be that I was an L.V.N. and worked ICU/CCU and ER."

"Med-surg nursing was too brief -- the L.V.N. program helped me more since there was a separate class for each. Even though I scored fairly high on State Boards, I didn't feel the R.N. program helped me pass the exam."

"Some of the BC instructors aren't open to other people way of doing things. Exp. when I had entered the program I had been IV certified for two years and instructor insisted I prep. and insert IV's her way. There is several right ways, and not everyone does it the same way, but that's alright as long as you use sterile technique."

"I felt some of the clinical instructors felt threatened by a class of L.V.N. (most of us have years of experience in nursing and ICU/CCU training) and they were out to show us they were the boss."

"Our class was all LVN's entering 2nd year RN program. We were promised it would be geared for the LVN going on in her education, but this was not so. In most class no new material was presented. In clinic they never allowed us to do things that we didn't know such as team lead. (The one week of leadership I team lead for

1 day). We were all well aware of how to care for patients and do meds. I was told (as several others were) that I lack interest, just because I didn't get excited about putting an N/C tube down. I've only put down about a hundred. We were always put down because we were originally CETA--this was not by our choice. The other members in the class always thought we were getting paid for school, this was a laugh. I feel your program could have offered a wider area of nursing--in the clinics, community health, etc. I felt the best class was the psych and leadership class and we could have used more in leadership."

"I entered the B.C. program in the second year of the course. And as an L.V.N. I feel like I didn't get enough education in the field where I was the weakest (peds and OB). I feel like I wasn't fully prepared to take the State Boards when I graduated. As a L.V.N. entering the program I was under alot of pressure and stress from my job, family and school. I feel like as an L.V.N. B.C. expected alot more from me than they did from the regular class. But basically it is still a good program."

"OB and Peds was not part of the package offered to returning LVN's and after ten years I found preparing for the RN State Board Exam in OB and Peds overwhelming - I think, in the future, returning LVN's should be allowed to at least sit in on the classroom lecture.
I found the attitudes of the instructors toward returning LVN's into the RN program, to be less than encouraging especially toward the CETA group.
Family Practice was not offered to all students, and I feel this was a tremendous loss to those of us not given the opportunity to take the class."

"It is difficult to evaluate the program as I did not enter as a novice. The Instructors for the above 3 courses (Psych, Leadership, Critical Care) realized this and geared our instruction to such. It would be nice if a program could be set up to accomodate this type of instruction for the LVN entering the RN program.

Comparisons with Strengths and Weaknesses of Mid-1970's

The comparative weakness of the second year program as against the first did not seem as evident among the 1982 graduates as the mid-1970's graduates. Curriculum appeared to be very strong in the second year program. The staff dissention, a source of upset by the mid-1970's students, was not evident in the response of the 1982 graduates. The concerns of the L.V.N. are unique to the CETA-L.V.N. class of 1982.

As was the case with the 1974-78 classes, a high percentage (87.1%)

said they would like to see advanced nursing courses offered through the Continuing Education program at Bakersfield College. A variety of these courses were suggested. They were:

	Number
ICU-Acute Care	6
Update in Pediatric Care	5
Management in Nursing	3
Public/Community Health Nursing	3
Maternity Update	2
Inhalation Therapy	2
CCRN Preparation, Advanced Physiology, Physical Therapy, EKG Readings, Pharmacology Update, Drug Interaction, Supportive Care of Patient and Family, Neuro, and Trauma	1 each

III. Major Findings and Implications

Following are the major findings and some of their implications that can be derived from this study.

Findings

1. As was the case of the 1974-78 R.N. graduates, Bakersfield College's 1982 R.N. graduates had no trouble finding employment. Most were working full-time in acute hospitals in Kern County and planned to continue to work there.
2. With the inclusion of the CETA-L.V.N. group in the survey sample, there was an unusually high degree of prior health career experience prior to entry into the R.N. program. As a consequence, the graduates clearly knew what they were getting into when they went into nursing.
3. Reactions to the BC program were generally very positive -- 93.8% said they would recommend the program to a friend entering nursing. All aspects were rated high; there were some concerns over some of the clinical experiences. The staff was adjudged as being warm and supportive to students and generally successful in preparing students for employee expectations.
4. The program received positive reactions for both years though some concerns about disorganization in the first year and improper time allocation between various subjects in the second year were expressed.
5. The CETA-L.V.N.-R.N. group felt that the nursing staff had trouble dealing with them as students and in offering them curriculum to meet their needs.
6. The predictive validity of nursing success of five measures - State

Board licensure exams, grades in nursing courses, grades in psychology, sociology, physiology, grades in English and speech, grades in life science - all were rated lower by the 1982 graduates than the 1978. The State Board exam was rated quite a bit lower.

Implications

1. The seller's market in nursing employment continues. Expansion of the program does not impair employment opportunities. The R.N. program is satisfying a health manpower need in Kern County.
2. The current curriculum and teaching staff should be maintained. The alleged disorganization in the first year should be investigated.
3. If a L.V.N.-R.N. class is to be repeated, the curriculum for this group should be thoughtfully reexamined.

Bakersfield College founded 1913

July 14, 1982

Dear 1982 R.N. Graduate:

Bakersfield College needs your help. The College is conducting a survey of R.N. graduates. The results will be used to build a superior nursing education program and to assess health manpower needs in the Southern San Joaquin Valley.

The enclosed survey questionnaire is divided into three parts:

(1) Background Data (Questions 1 - 9)

(2) Nursing Employment Information (Questions 10 - 25)

(3) Reaction to Bakersfield College's R.N. Program (Questions 26 - 40)

Circle one item under each question. Please feel free to write comments on any item. Your complete written response to Question 40, strengths and weaknesses of the nursing education program, will be appreciated.

When you have completed the questionnaire, mail it in the enclosed, stamped envelope. You will note that the envelope has your name in the upper left corner; this is for the purpose of checking off your name when the questionnaire is returned. Following this, the envelope will be destroyed. No record will be kept of your individual response, so please be frank.

Thank you for your cooperation.

Sincerely,

Peggy Buckley
Chairperson, Health Careers Dept.

David C. Scott
Assistant to the President

DCS:lak
Enclosures

1801 Panorama Drive, Bakersfield, CA 93305 • tel:(805) 395-4011 • Kern Community College District

QUESTIONNAIRE - BAKERSFIELD COLLEGE NURSING GRADUATE STUDY, 1982

In the column below, please circle the most appropriate response.

Background Data

1.	Sex	Female Male
2.	Age	20 - 25 26 - 30 31 - 35 36 - 40 41 - 45 46 - 50 51 - 55 56 and above
3.	Citizenship	United States Other_____ (Please specify)
4.	Bilingual If your response is yes, which language(s)?	Yes No
5.	Year of high school graduation	_____
6.	Educational background immediately prior to entry into the R.N. program at Bakersfield College.....	High school diploma L.V.N.
7.	What influenced you to go into nursing?	Parental influence Other relative(s) High school counseling High school teacher(s) College teacher(s) Inner motivation Other_____ (Please specify)
8.	Did you have Health Career experience prior to entry into the R.N. program? If your response is yes, please specify.	Yes No
9.	Did you switch to nursing from another major?	Yes No

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Nursing Employment Information

10. Have you obtained employment as a nurse? — Yes / No

11. If you are not employed as a nurse, have you obtained employment in a health-related field? — Yes / No

If your response is yes, please specify.

12. Have you decided not to seek a nursing job by choice (e.g., family obligations)? — Yes / No

13. If you have obtained employment as a nurse, is it.....

- full time
- part time: 0 - 20%
- 21 - 40%
- 41 - 60%
- 61 - 80%
- 81 - 99%

14. If you have already obtained employment, what is your present salary?

- Below $4,000
- $4,001 to $6,000
- $6,001 to $8,000
- $8,001 to $10,000
- $10,001 to $12,000
- $12,001 to $14,000
- $14,001 to $16,000
- Above $16,000

15. If you have obtained employment, what is the primary setting of your present area of employment?

- Acute hospital
- Home Health Agency
- Long term health care facility
- Clinic or health center
- Public health
- Laboratory (private)
- Physicians' Office
- Educational institution

Other_____
(Please specify)

16. If you are employed, what is the official title of your job? _____

17. Were your expectations of your present nursing job realistic? — Yes / No

If your answer is no, please explain.

Continued on next page ..

18. How much orientation did your employer offer?

1 week
2 weeks
3 weeks
1 month

More_____
(Please specify)

19. How much orientation did you feel was necessary for you to fulfill your role expectations?

1 week
2 weeks
3 weeks
1 month

More_____
(Please specify)

20. If you are still seeking employment, what is the aspiration you have for a job setting. If you are working, what job setting would you ideally want to be in?

Acute hospital
Home Health Agency
Long term health care facility
Clinic or health center
Public health
Laboratory (private)
Physicians' Office
Educational institution

Other_____
(Please specify)

21. Are you employed in nursing or seeking nursing employment in Kern County? Yes No

22. If you are working in Kern County, would you like to remain in Kern County? Yes No

23. Are you interested in working in rural areas? Yes No

24. Have you decided to enroll in a program leading to a baccalaureate degree? Yes No

If your response is yes, please specify the program and the institution.

25. Are you planning to enroll in an educational program unrelated to nursing? Yes No

Continued on back of page...

Reaction to Bakersfield College's R.N. Program

26. Did you have a realistic picture of what nursing was all about before you entered the program? Please specify.

Yes No

27. Was the course content in the B.C. nursing program.....

Excellent
Good
Adequate
Poor

28. How interesting or challenging did you find your classroom time in the B.C. nursing courses?

Very interesting
Interesting
All right
Dull

29. How interesting or challenging did you find your clinical time in the B.C. nursing courses?

Very interesting
Interesting
All right
Dull

30. Do you feel the nursing staff of B.C. was supportive when you needed aid and encouragement or advice?

Very definitely
Somewhat
I received minimum help

31. How well were you prepared for new employer expectations?

Very well
Adequately
Poorly

32. To what extent were the instructors' expectations of you as a student similar to employer expectations of you as a graduate?

Very similar
Usually the same
Usually different
Very different

Continued on next page ...

To what extent do you feel the following measurements indicated your ability to perform as a registered nurse:

33. *State Board of Registered Nursing licensure examinations.....*
Very well
Adequately
Not at all

34. *Grades received in nursing courses.....*
Very well
Adequately
Not at all

35. *Grades received in life science courses (chemistry, anatomy, physiology, microbiology).....*
Very well
Adequately
Not at all

36. *Grades received in psychology, sociology, philosophy.....*
Very well
Adequately
Not at all

37. *Grades received in communications courses (English, speech).....*
Very well
Adequately
Not at all

38. *Would you recommend the B.C. A.D.N. program to a friend who was qualified to enter nursing?*
Yes *No*

39. *Would you like to see advanced nursing courses offered through continuing education programs at B.C.?*
Yes *No*

If your response is yes, please specify which courses.

Continued on back of page...

40. List strong and weak points of the Bakersfield College nursing education program in your opinion.

STRONG	WEAK
1st year:	1st year:
2nd year:	2nd year:

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